

# School Improvement Plan

School Year: 2010

School District: Berrien RESA

Intermediate School District:

School Name: Lighthouse Education Center

Grades Served: K,1,2,3,4,5,6,7,8,9,10,11,12

Principal: Mr. Michael Marninello

Building Code: 05794

District Approval of Plan:

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Authorized Official Signature and Date

Board of Education Approval of Plan:

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Authorized Official Signature and Date

# School Improvement Plan

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# Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## School Information

School:	<b>Lighthouse Education Center</b>
District:	<b>Berrien RESA</b>
Public/Non-Public:	<b>Public</b>
Grades:	<b>K,1,2,3,4,5,6,7,8,9,10,11,12</b>
School Code Number:	<b>05794</b>
City:	<b>SAINT JOSEPH</b>
State/Province:	<b>Michigan</b>
Country:	<b>United States</b>

# Vision

## **Vision Statement**

We hope to have an academic program that, while cognizant of the individual achievement levels of our incoming students, results in the students approaching the Michigan Curricular Framework and Benchmarks.

## **Mission Statement**

"Our mission is to provide a positive learning environment, enabling students to achieve and enhance self-confidence, self-esteem, independence, social acceptance, intellectual and personal growth in accordance with their Individualized Educational Program and Transitional Service Plan."

## **Beliefs Statement**

The program will include academic and behavioral expectations as measures of student success. Attention will be given to strategies to assist the emotionally impaired students to progress in each area.

## Goals

ID	Name	Development Status	Progress Status
8453	English Language Arts Proficiency	Approved	Open
8456	Math Proficiency	Approved	Open
8499	Social Studies Proficiency	Approved	Open
12963	Improve Social Skills	Approved	Open

### Goal 1: English Language Arts Proficiency

**Content Area :** English Language Arts

**Goal Source :** edyes

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in English Language Arts.

**Gap Statement :** According to MEAP 65% of our students are not reaching proficient or advanced levels.

**Cause for Gap :** Due to severe disabilities and educational delays students are not meeting state standards.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP scores

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** 5% improvement on annual MEAP scores.

**Contact Name :** Supervisor Principal

#### List of Objectives:

ID	Objective
11767	80% of students will score partially proficient or above on the MEAP reading assessment.
11769	80% of students will score partially proficient or above on the MEAP writing assessment.

**EdYES! (40) Challenges :** None

### 1.1. Objective: Reading

**Measurable Objective Statement to Support Goal :** 80% of students will score partially proficient or above on the MEAP reading assessment.

**List of Strategies:**

ID	Strategy	Locked By
11767	Within the classroom setting a variety of strategies are utilized including but not limited to: KWL Paraphrasing strategy	

### 1.1.1. Strategy: English Language Arts Improvement Strategies

**Strategy Statement:** Within the classroom setting a variety of strategies are utilized including but not limited to:

KWL  
Paraphrasing strategy

**Selected Target Areas**

<p>SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.</p>
<p>SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.</p>
<p>SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.</p>
<p>SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.</p>
<p>SPR (90) IV.1.B.3 Decision-Making: The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.</p>

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

KWL - Fisher, D., Frey, N., Williams, D. Seven Literacy Strategies That Work.

Paraphrasing Strategy - University of Kansas Strategic Instruction Model. <http://KUCRL.org>



Great Leaps - Mercer, C.D., Campbell, K.U., Miller, W.D., Mercer, K.D., & Lane, H.B. (2000). Effects of a reading fluency intervention for middle schoolers with specific learning disabilities. *Learning Disabilities Research and Pracice*, 15(4), 179-189.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
<p>The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge, it improves comprehension of expository text. Materials: Overhead Projector Transparency and individual student paper copies of the K-W-L Chart, one per student. Procedure/Steps: A. "Know" Step: Initiate discussion with the students about what they already know about the topic of the text. Start by using a brainstorm procedure. Ask the students to provide information about where and how they learned the information. Help them organize the brainstormed ideas into general categories. B. "Want to Learn" Step: Discuss with the students what they want to learn from reading an article. Ask them to write down the specific questions in which they are more interested. C. "What I Learned" Step: Ask the students to write down what they learned from the reading. Ask them to check the questions they had generated in the "Want to Learn" Step. Evaluation of Effectiveness: Compare the students' scores on comprehension questions or skill sheets or reading tests before and after implementation of this intervention.</p>	08/31/2010	05/27/2011	K-12 teaching staff
<p>Description: The paraphrasing strategy helps students recall the main ideas and specific facts of materials they read. There are three steps for teaching this strategy. (described below) Materials: A scripted lesson; Cue cards for learning and generalizing the strategy; Worksheets. Steps: Read a paragraph. Read the paragraph silently. As you read, be sure to think what the words mean. Ask yourself, "What were the main ideas and details of this paragraph?" After reading the paragraph, ask yourself, "What were the main ideas and details?" This question helps you to think about what you just read. You can also look quickly back over the paragraph to help you find the main idea and the details related to the main idea. Put the main idea and details in your own words. Now put the main idea and details into your own words. This will help you remember the information. Try to give at least two details related to the main idea. The acronym for these steps is RAP. (Paraphrasing is like rapping or talking to yourself.) Some rules that help find the main idea are: Look for it in the first sentence of the paragraph. Look for repetitions of the same word or words in the whole paragraph. Evaluation of Effectiveness: Compare the students' scores on comprehension questions or skill sheets or reading tests before and after implementation of this intervention.</p>	08/31/2010	05/27/2011	k-12 teaching staff

### 1.1.1.1. Activity: KWL

**Activity Description:** The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge, it improves comprehension of expository text.

Materials:

Overhead Projector

Transparency and individual student paper copies of the K-W-L Chart, one per student.

Procedure/Steps:

A. "Know" Step:

Initiate discussion with the students about what they already know about the topic of the text.

Start by using a brainstorm procedure. Ask the students to provide information about where and how they learned the information.

Help them organize the brainstormed ideas into general categories.

B. "Want to Learn" Step:

Discuss with the students what they want to learn from reading an article.

Ask them to write down the specific questions in which they are more interested.

C. "What I Learned" Step:

Ask the students to write down what they learned from the reading.

Ask them to check the questions they had generated in the "Want to Learn" Step.

Evaluation of Effectiveness:

Compare the students' scores on comprehension questions or skill sheets or reading tests before and after implementation of this intervention.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** K-12 teaching staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 05/27/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
none	General Funds	0.00	0.00

### **1.1.1.2. Activity: paraphrasing strategy**

**Activity Description:** Description:

The paraphrasing strategy helps students recall the main ideas and specific facts of materials they read. There are three steps for teaching this strategy. (described below)

**Materials:**

A scripted lesson;  
Cue cards for learning and generalizing the strategy;  
Worksheets.

**Steps:**

Read a paragraph.

Read the paragraph silently. As you read, be sure to think what the words mean.

Ask yourself, "What were the main ideas and details of this paragraph?"

After reading the paragraph, ask yourself, "What were the main ideas and details?" This question helps you to think about what you just read. You can also look quickly back over the paragraph to help you find the main idea and the details related to the main idea.

Put the main idea and details in your own words.

Now put the main idea and details into your own words. This will help you remember the information.

Try to give at least two details related to the main idea.

The acronym for these steps is RAP. (Paraphrasing is like rapping or talking to yourself.)

Some rules that help find the main idea are:

Look for it in the first sentence of the paragraph.

Look for repetitions of the same word or words in the whole paragraph.

**Evaluation of Effectiveness:**

Compare the students' scores on comprehension questions or skill sheets or reading tests before and after implementation of this intervention.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** k-12 teaching staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 05/27/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
none	General Funds	0.00	0.00

## 1.2. Objective: Writing

**Measurable Objective Statement to Support Goal :** 80% of students will score partially proficient or above on the MEAP writing assessment.

**List of Strategies:**

ID	Strategy	Locked By
11769	The following strategy is used to improve schoolwide writing skills: Graphic organizers	

### 1.2.1. Strategy: Writing skill improvement

**Strategy Statement:** The following strategy is used to improve schoolwide writing skills:

Graphic organizers

**Selected Target Areas**

<p>SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.</p>
<p>SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.</p>
<p>SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.</p>
<p>SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.</p>
<p>SPR (90) IV.1.B.3 Decision-Making: The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.</p>

**Other Required Information for Strategy**

***What research did you review to support the use of this strategy and action plan?***

Marzano, Pickering, and Pollock (2001) Teaching Strategies that Work.

With graphic organizers, you remove the words and focus on the connections. Second, they are a great tool for activities that ask students to review concepts and demonstrate their understanding. They can easily make changes and take different perspectives. In other words, it helps students clarify their thinking. Third, a huge amount of information can be shared on a single picture to provide the "big view" of a topic. Fourth, it's easy to edit, revise, and quickly add to a visual map. Fifth, graphic organizers can be used as a nice planning tool from information identification to product development. Finally, they are great for visual thinkers or those that need to practice their visual thinking

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
With graphic organizers, you remove the words and focus on the connections. Second, they are a great tool for activities that ask students to review concepts and demonstrate their understanding. They can easily make changes and take different perspectives. In other words, it helps students clarify their thinking. Third, a huge amount of information can be shared on a single picture to provide the "big view" of a topic. Fourth, it's easy to edit, revise, and quickly add to a visual map. Fifth, graphic organizers can be used as a nice planning tool from information identification to product development. Finally, they are great for visual thinkers or those that need to practice their visual thinking	09/07/2010	05/25/2011	preK-12 teaching staff

**1.2.1.1. Activity: graphic organizer**

**Activity Description:** With graphic organizers, you remove the words and focus on the connections. Second, they are a great tool for activities that ask students to review concepts and demonstrate their understanding. They can easily make changes and take different perspectives. In other words, it helps students clarify their thinking. Third, a huge amount of information can be shared on a single picture to provide the "big view" of a topic. Fourth, it's easy to edit, revise, and quickly add to a visual map. Fifth, graphic organizers can be used as a nice planning tool from information identification to product development. Finally, they are great for visual thinkers or those that need to practice their visual thinking

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** preK-12 teaching staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 09/07/2010, End Date - 05/25/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
none	No Funds Required	0.00	0.00

## Goal 2: Math Proficiency

**Content Area :** Math

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in Math.

**Gap Statement :** Students are 23% proficient or at advanced levels compared to the state average of 65.2%.

**Cause for Gap :** Due to severe disabilities and educational delays students do not perform to state standards.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP scores

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** increase in student achievement on the annual MEAP scores.

**Contact Name :** Supervisor Principal

**List of Objectives:**

ID	Objective
11776	90% of students will score partially proficient or above on the MEAP math assessment.

### 2.1. Objective: Math

**Measurable Objective Statement to Support Goal :** 90% of students will score partially proficient or above on the MEAP math assessment.

**List of Strategies:**

ID	Strategy	Locked By
11776	Staff use a variety of math improvement strategies including but not limited to the following: Math: Differentiated instruction	

### 2.1.1. Strategy: Math Improvement strategies

**Strategy Statement:** Staff use a variety of math improvement strategies including but not limited to the following:

Math:

Differentiated instruction

**Selected Target Areas**

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Differentiated instruction (sometimes referred to as differentiated learning) is a way of thinking about teaching and learning. It involves teachers using a variety of instructional strategies that address diverse student learning needs.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Differentiated instruction (sometimes referred to as differentiated	08/31/2010	05/25/2011	K-12

learning) is a way of thinking about teaching and learning. It involves teachers using a variety of instructional strategies that address diverse student learning needs.			teaching staff
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### 2.1.1.1. Activity: differentiated instruction

**Activity Description:** Differentiated instruction (sometimes referred to as differentiated learning) is a way of thinking about teaching and learning. It involves teachers using a variety of instructional strategies that address diverse student learning needs.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** K-12 teaching staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 05/25/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
none	No Funds Required	0.00	0.00

## Goal 3: Social Studies Proficiency

**Content Area :** Social Studies

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** All students will be proficient in Social Studies

**Gap Statement :** students are proficient at 0% proficient and advanced levels on the MEAP

**Cause for Gap :** due to severe emotional impairments and delayed learning students are not achieving state standards.

**Multiple measures/sources of data you used to identify this gap in student achievement :** MEAP scores

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** improve SS MEAP scores according to annual testing

**Contact Name :** Teacher Supervisor/Principal



**List of Objectives:**

ID	Objective
11778	37% of students will score partially proficient or above on the MEAP social studies assessment.

### 3.1. Objective: Social Studies

**Measurable Objective Statement to Support Goal :** 37% of students will score partially proficient or above on the MEAP social studies assessment.

**List of Strategies:**

ID	Strategy	Locked By
11778	Staff uses a variety of improvement strategies including but not limited to the following: KWL	

#### 3.1.1. Strategy: Social Studies improvement strategies

**Strategy Statement:** Staff uses a variety of improvement strategies including but not limited to the following:  
KWL

**Selected Target Areas**

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.
SPR (90) I.2.B.1 Delivered Curriculum: The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.
SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

**Other Required Information for Strategy**

***What research did you review to support the use of this strategy and action plan?***

Bos, C.S. & Vaughn, S. (2002). Strategies for teaching students with learning and behavior problems. Boston: Allyn and Bacon.

**Description:**

The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge, it improves comprehension of expository text.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Description: The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge, it improves comprehension of expository text.	08/31/2010	05/25/2011	K-12 teaching staff

**3.1.1.1. Activity: KWL**

**Activity Description:** Description:

The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge, it improves comprehension of expository text.

**Activity Type:** Maintenance

**Planned staff responsible for implementing activity:** K-12 teaching staff

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 05/25/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
none	No Funds Required	0.00	0.00

**Goal 4: Improve Social Skills**

**Content Area :** Other

**Goal Source :** Continuous Improvement

**Development Status :** Approved

**Student Goal Statement :** Student population will decrease number of referrals to supervised study by 10%

**Gap Statement :** Based upon placement in a Center Based Program for Emotionally Impaired

**Cause for Gap :** Students are severely emotionally impaired

**Multiple measures/sources of data you used to identify this gap in student achievement :** swis data  
Classroom Data

**What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal?** Students will use coping skills and/or calming strategies to maintain appropriate behavior. Will monitor decreases in referrals by using SWIS Data.

**Contact Name :** Teacher Administration

**List of Objectives:**

ID	Objective
15769	use TCI de-escalation techniques to decrease referrals to supervised study.

## 4.1. Objective: Social Skills

**Measurable Objective Statement to Support Goal :** use TCI de-escalation techniques to decrease referrals to supervised study.

**List of Strategies:**

ID	Strategy	Locked By
15769	Therapeutic Crisis Intervention (TCI) is a crisis prevention and intervention model for residential child care facilities. It assists organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, reducing potential and acute injury to young people and staff, and teaching young people positive coping skills.	

### 4.1.1. Strategy: TCI de-escalation techniques

**Strategy Statement:** Therapeutic Crisis Intervention (TCI) is a crisis prevention and intervention model for residential child care facilities. It assists organizations in preventing crises from occurring, de-escalating potential crises, managing acute physical behavior, reducing potential and acute injury to young people and

staff, and teaching young people positive coping skills.

**Selected Target Areas**

<p>SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.</p>
<p>SPR (90) I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.</p>
<p>SPR (90) II.1.B.2 Coaching and Facilitating: School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.</p>
<p>SPR (90) II.2.A.1 Safe and Orderly: The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.</p>

**Other Required Information for Strategy**

*What research did you review to support the use of this strategy and action plan?*

Therapeutic Crisis Intervention through Cornell University.

**List of Activities:**

Activity	Begin Date	End Date	Staff Responsible
Review and practice TCI during teaching inservice to ensure knowledge and skill level.	08/31/2010	05/25/2011	all staff K-12

**4.1.1.1. Activity: TCI Review**

**Activity Description:** Review and practice TCI during teaching inservice to ensure knowledge and skill level.

**Activity Type:** Maintenance and Revised

**Planned staff responsible for implementing activity:** all staff K-12

**Actual staff responsible for implementing activity:**

**Planned Timeline:** Begin Date - 08/31/2010, End Date - 05/25/2011

**Actual Timeline:** Begin Date - N/A, End Date - N/A

**Fiscal Resources Needed for Activity:**

Resource	Funding Source	Planned Amount	Actual Amount
TCI materials and certified trainer	General Funds	2,000.00	0.00

## Resource Profile

<b>Funding Source</b>	<b>Planned Amount</b>	<b>Actual Amount</b>
General Funds	\$2,000.00	\$0.00
No Funds Required	\$0.00	\$0.00

## Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Andrea	Lemon	teacher	andrea.lemon@berrienresa.org
Ms.	Rhonda	Stubelt	teacher	rhonda.stubelt@berrienresa.org
Mrs.	Leanna	Sysak	teacher	leanna.sysak@berrienresa.org
Mr.	Mark	Smith	teacher	mark.smith@berrienresa.org
Mrs.	Jerri	Shold	parent	jerri.shold@radixcom.net
Mr.	Jack	Houser	Supervisor	jack.houser@berrienresa.org
Mr.	Micheal	Marinello	Principal/Supervisor	mike.marinello@berrienresa.org

***1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.***

All stakeholders attended planning, training, and will conduct in-servicing of staff.

Stakeholders will monitor staff lesson plans.

***2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.***

This program uses the latest research based techniques in the development of their curriculum, instruction, and assessments. Stakeholders included these techniques when writing objectives.

***3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.***

SWIS data, behavioral charts and graphs, and MEAP scores will be available for distribution.

# Statement of Non-Discrimination

## Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

## Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:

Principal/Supervisor

Address:

379 W Glenlord Road, Saint Joseph, MI 49085

Telephone Number:

269-429-2351

## References

- Title VI of the Civil Rights Act of 1964
- The Age Discrimination Act of 1975
- The Americans with Disabilities Act of 1990
- Elliott-Larsen prohibits discrimination against religion



## Conclusion

*1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?*

Teacher Inservice

*2. How has the institution integrated its available fiscal resources to support this school improvement plan?*

Budgetary Allocations have already been set up for the 2010-2011 school year

*3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?*

Use of SWIS data, MEAP data, PLATO, Freedom to Learn laptops, SMART cart, United Streaming, and Distance Learning have been implemented to support school improvement. Technology assistance identified through IEPs.